



School Support Teams Correlates and Indicators for Effective Schools



*Proficiency for All Montana
Students*

Jack O'Connor
Christine Hultin-Brus
Assessment Conference



**"We affect generations
to come with the
decisions that we
make today."**

Joel Osteen



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School Support Visit

- 🕒 Observations of the School
- 🕒 Reviewing of Documentation
- 🕒 Determine Alignment Between the School and Correlates



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Who is on a Team School Support Team (SST)

- One leader, six or more members
- Experienced Montanans: administrators, teachers, parents, school board trustees, representatives from higher education and the Office of Public Instruction (OPI)
- Committed to ALL Montana students



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Scholastic Review

The scholastic review is a comprehensive assessment of a school's environment, efficiency, and academic performance. The purposes of the review are to analyze the strengths and limitations of the school's instructional and organizational effectiveness and to make specific recommendations to improve teaching and learning.

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**"Quality is everyone's
responsibility."**
W. Edwards Demming

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Before the Visit

Preparation Steps

- OPI makes initial contact
- Leader follow-ups
 - Initial meetings are planned
 - Contents of school portfolio is discussed
 - Interview schedule is planned
- Perception Surveys



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The School Portfolio

- Five-Year Comprehensive Education Plan
- Effectiveness Reports
- Test scores
- Professional development activities
- Staff evaluation process
- Lesson plan template
- Master schedule
- Master contract
- School board minutes
- And much more...

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*"Data provide the power to...
make good decisions, work intelligently,
work effectively and efficiently, change
things in better ways, know the impact of
our hard work, help us prepare for the
future, and to know how to make our work
benefit all children."*

Victoria L. Bernhardt



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The Visit-Busy Days

Sunday

- Organize the week's work
- Prepare to enter the school to **serve and assist**
- Meet with the faculty
- Begin review of school portfolio

Monday-Thursday

- Daily on-campus work
- Debrief each evening: assess data gathered and plan for the next day

Friday

- Exit visit with the schools. Present findings.



3 Areas of Montana OPI School Improvement Model

- Academic Performance
 - Curriculum
 - Classroom Evaluation/Assessment
 - Instruction
- Learning Environment
 - School Culture
 - Student, Family, Community Support
 - Professional Growth, and Development, and Evaluation
- Efficiency
 - Leadership
 - Organizational Structure and Resources
 - Comprehensive and Effective Planning

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Performance Descriptors Academic Performance

Standard 1

Curriculum

The school develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

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Performance Descriptors Academic Performance

Standard 2

Assessment

The school utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and to support proficient student work.

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Performance Descriptors Academic Performance

Standard 3

Instruction

The school's instructional program actively engages all students by using effective, varied, and research-based practices to improve student academic performance.

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Performance Descriptors Learning Environment

Standard 4

School Culture

The school/district functions as an effective learning community, and it supports a climate conducive to performance excellence.

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Performance Descriptors Learning Environment

Standard 5

Student, Family, and Community Support

The school/district works with families and community groups to remove barriers to learning in an effort to meet the intellectual, social, career, and developmental needs of students.

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Performance Descriptors Learning Environment

Standard 6

Professional Growth, Development, and Evaluation

The school/district provides research-based, results-driven professional development opportunities for the staff, and it implements performance evaluation procedures in order to improve teaching and learning.

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Performance Descriptors Efficiency

Standard 7

Leadership

School/district instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

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Performance Descriptors *Efficiency*

Standard 8

Organizational Structure and Resources

The organization of the school/district maximizes the use of time, all available space, and other resources to maximize teaching and learning and support high student and staff performances.

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Performance Descriptors *Efficiency*

Standard 9

Comprehensive and Effective Planning

The school/district develops, implements, and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction, and action plan focused on teaching and learning.

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Daily Observations-Interviews

☒ Groups Observed and Interviewed

- All teachers
- Classified staff
- Students
- Administrators
- Parents
- Support personnel
- School board members



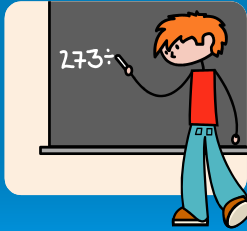
☒ Observations and Interviews look at 3 Areas

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Daily Work-Classroom Visitations



- Visit all teachers' classrooms
- Make observations based on the Correlates within those 3 Areas
 - Not an evaluation

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Daily Work Sessions



During this time period, the team works on the final report which will be presented to the school in the near future. This report takes into consideration all the data and perceptions gathered by the team about the school/district. It is collaboratively done, and consensus must be reached in all findings and recommendations.

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Exit Interview

School gets a debriefing of team's week
Lead gives school a small sampling of their findings
Recommended next steps
Final report in three-four weeks



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The Final Report

- Holistic process
- Consensus model for team members
- Based on documented evidence & a research-based process
- Provides a foundation for optimal growth and development



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Action Items

- School Review Report
- Begin Generating Three Action Items
- Identify additional services
- Discuss continued support
- Begin Improvement
 - Use Leadership, Staff, Students, and Community to make changes



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OPI Linda McCulloch, Superintendent Montana Office of Public Instruction PO Box 202501 Helena, Montana 59620-2501 www.opi.mt.gov		SCHOLASTIC REVIEW & SCHOOL IMPROVEMENT ACTION PLAN	
DIREC		SCHOOL	DATE SUBMITTED
Purpose: To create a "script" for your improvement effort and support implementation.			
Directions: 1. Use this form as a template; develop an action plan for each goal identified through the needs assessment process. 2. Modify the form as needed to fit your unique context. 3. Copy the action plan on to poster board and display in a central area. 4. Keep copies handy to bring to meetings to review and update regularly. You may decide to develop new action plans for new phases of your improvement effort.			
Indicator (written out)			
Goal			
Task/Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Resources <i>(Funding/Time/People/Materials)</i>	Timeline <i>By When? (Day/Month)</i>
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
Implications for Professional Development			
Implications for Family Involvement			
Evidence of Success <i>(How will you know you're making progress? What are your benchmarks?)</i>			
Evaluation Process <i>(How will you determine that your goal has been reached? What are your measures?)</i>			

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Ongoing Support

The Team Leader and OPI

- Continues to assist the school
- Collaborates with school improvement team
- Maintains communication
 - Monitors
 - Guides



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*"Real, sustainable change doesn't happen
in a moment. It's a process."*

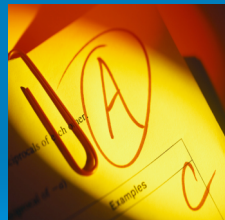
John Maxwell

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The School's Homework

- Submits revised 5YCEP to the OPI
- Implements action plan
- Adheres to timeline
- Creates ownership
- Maintains contact with team leader and OPI



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One Year Later

A Second Full Team Review
The process repeats



Data will validate that action plans have led to significant gains, and will assist in policy decisions and professional development.

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What Makes the Montana School Support Team Unique?

Solid Foundation

- Based on research
- Based on the school's vision and mission
- Based on a commitment to closing the achievement gap
- Based on expertise
 - Trained in the correlates for school improvement
 - Trained to understand and incorporate cultural relevancy
- Incorporates Creating Sacred Places for Children
 - Works closely with *Indian Education For All*



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What is the Most Important Feature of the SST Process?

Collaborative Efforts

- Ongoing throughout the year
- Strong support system
- Culturally relevant correlates



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Who Will We Visit?

- Schools Not Making Adequate Yearly Progress (AYP)-Identify the greatest need
- Schools Making Adequate Yearly Progress (AYP)-Long-term vision



The Five-Year Comprehensive Education Plan and the annual Effectiveness Report become living documents, and schools see exactly where they are in relationship to their goals and action plans.

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Moving Forward

"A school that is willing to examine itself critically is one that will increase the odds that its students will succeed."

Hoachlander and Mandel 1998

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Our Students Win

Commitment, not compliance.

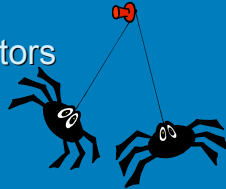


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Correlates & Indicators Web page



- Visit opi.mt.gov
- Select Title I from the dropdown menu
- Pick Scholastic Reviews and School Support Team Visits
- Choose Correlates and Indicators

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The Building Blocks

- Learn-Ed Nations Inventory Prepared by Northwest Regional Laboratory 2002
- Leadership Beyond The Seventh Generation III: Creating Sacred Places for Children Prepared by the Creating Places Project Team for the National Indian School Board Association 2003
- Scholastic Audit Process and Protocol Guidebook-Kentucky Department of Education
- Correlates of Effective Schools - Dr. Lawrence Lezotte

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